

Tier 2 Intervention Protocol

Phonics- Proficiency

Big Five Reading Target: Phonics (Proficiency)

Level: Transitional

Brief Description: This intervention focuses on increasing students' decoding skills by analyzing words. It involves having the student sort word cards into three groups according to a graphophonemic component such as a letter combination. This intervention can also use the *Words Their Way* series (Bear, Invernizzi, Templeton, & Johnston, 2010), but here we present a more generic sequence to practice decoding skills.

Objective: The student will improve decoding skills through word analysis.

For Use When: The student can complete the task accurately, but requires additional practice to build proficiency and fluency. The student should know the letter sounds being practiced, as well as the other sounds that make up the words.

Materials: Words written on cards, three target sounds or letter combinations with 6 examples of each, paper and pencil (or student word study notebook).

Connecting With Daily Core Instruction:

1. The target sounds or letter combinations should be connected with the Word Work instruction being delivered in the classroom whenever possible.
2. The target sounds or letter combinations should connect with words the student will encounter when reading.
3. It is ideal to connect the target words with vocabulary instruction as well (make sure the student understands each word and how to use it in context).

Procedure:

1. Identify three target sounds or letter combinations the student needs to practice, and find six words that uniquely contain each target sound.
2. Write all 18 words on cards.
3. Select one example of each of the target sounds and place the card on a table in a row ("anarchy," "democracy," and "punctuate").
4. Read each card to the student and point to the target sounds. For example, point to "anarchy", read the word, point to "archy" and say "This part sounds like "arkee". Please say "arkee" as in anarchy. Good, anarchy." Correct and repeat as needed.
5. **MODEL (I DO):** Model the task first by completing a second row directly beneath the top row. For example, hold up the word "hierarchy" and say, "This is _____ (hierarchy). Does it look more like _____ (anarchy), _____ (democracy), or _____ (punctuate)? I think that it looks most like _____ (anarchy) because it _____ (ends) in _____ (archy). This word is _____ (autocracy), does it look more like _____ (anarchy), _____ (democracy), or _____ (punctuate)? I think it looks most like _____ (democracy) because it _____ (ends) in _____ (cracy). This word is _____ (situate). Does it look most like _____ (anarchy), _____ (democracy), or _____ (punctuate)? I think it looks most like _____ (punctuate) because it _____ (ends) in _____ (tuate)." Be sure to say the sounds rather than the letter names while pointing to the letters.
6. **GUIDED PRACTICE (WE DO):** Give the student three cards with one example of each sound/letter combination (e.g., monarchy, theocracy, and habituate) and ask her to put them into the appropriate column based on the words at the top. Give feedback after each one. "Yes, _____ sounds like _____ because they both _____ (end) in _____." Or, if incorrect, "_____ sounds like _____ because they both _____ (end) in _____. What do they both _____ (end) with? Good."
7. **INDEPENDENT PRACTICE (YOU DO):** Give the student the remaining nine cards and ask her to sort them into the three columns.
8. Give feedback after she has sorted the nine cards.

9. Ask her to read each column to you and to verbalize the common feature. **“Read this column to me. Good. Why did you put those words together? Good.”** Help the student to identify the common feature as needed.
10. The student should be able to read correctly at least 80% of the words she sorted during the lesson. If not, continue sorting activities with these words.
11. Ask the student to write a sentence using as many of the words from the sort as she can. Read the sentence together and talk about its meaning.

What if I don’t see progress:

1. Model more words before asking the student to work independently.
2. Practice the same words in multiple sessions until the student is successful.
3. Be sure the student understands the words and can use them in a sentence before engaging in the sort.

What if there are behavior problems:

1. Remind the student that this activity will make him/her a better reader.
2. Provide clear expectations for behavior. Give the student points or stars for good behavior each day. Talk with the teacher about these points adding up to more free time, a positive note home to the parent, a small prize, etc. You may need to start with smaller units of time at first (positive behavior for five minutes), and then gradually increase.

References:

Joseph, L. M. (2000). Developing first graders’ phonemic awareness, word identification, and spelling: A comparison of two contemporary phonic instructional approaches. *Literacy Research and Instruction, 39*, 160-169.

Joseph, L. M. (2002). Helping children link sound to print: Phonics procedures for small-group or whole-class settings. *Intervention in School and Clinic, 37*, 217- 221.

For more information:

Bear, D. R., Invernizzi, M., Templeton, S. R., & Johnston, F. (2003). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Prentice Hall.

Burns, M. K., Riley-Tillman, T. C., & VanDerHeyden, A. M. (2012). *Advanced RTI applications: Intervention design and implementation*. New York: Guilford.